

DOINGWHATWORKS



Audio

FULL DETAILS AND TRANSCRIPT

Instructional Strategies at Heritage Elementary School

Heritage Elementary School, Oregon • April 2007

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Develop Academic English

Highlights

- Guided language acquisition promotes development of academic language
- It uses direct teaching, a range of grouping strategies, charts, and chants
- How it is folded into instruction in the content areas and addresses reading, writing, and oral language skills in the academic areas

About the Site

Heritage Elementary School (K-5)

Woodburn, OR

Demographics

70% Hispanic

18% White

11% Russian

60% English Language Learners

87% Free or reduced-price lunch

Serving a trilingual student population composed of Spanish speakers, Russian

Heritage Elementary School, Oregon

Orthodox Old Believers, and English speakers, Heritage Elementary School illustrates:

- Continuous, systemic improvement
- Academic language instruction throughout the day
- Coordination across teachers and classes, with intervention teams at each grade level
- Focus on writing and the development of language forms and functions
- Sustained professional development for all teachers in sheltered instruction and vocabulary development
- Peer sharing integrated throughout instruction

Full Transcript

GLAD stands for Guided Language Acquisition Design, and it is designed to promote the use of academic English in the classroom. They use lots of strategies, from direct teaching to grouping of your students to using chance, charts—all kinds of ways to support student learning—and it's extremely powerful. Students actually own the language. They acquire the language. They use the language. There is a high engagement level. I was able to use many of the components that I had learned in the workshop in my Lewis and Clark unit, and I was really impressed with the amount of academic English the students were able to come away with. We used academic English when I folded reading into the reading part of our day, so we did small groups. And we did whole groups; we did different group structures for reading, and it was academic language. I did input charts; I used a GLAD strategy of an input chart where academic language is directly taught and practiced among the students in their oral language development.

I also tend to use the GLAD strategies in other ways, as well—in math, for example. So, I use academic language in a variety of ways, but mostly primarily I fold it right into the reading and writing part of the day, and the oral language part, as well, using graphs, input charts, and time for the students to orally negotiate the language.